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ABSTRACT

This document outlines the 1976 revised minimum standards for kindergartens in Ohio, covering administration, curriculum, pupil services, staff personnel, educational materials, and physical plant. (SB)

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Recommended Minimum Standards for Kindergarten in Ohio

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These Recommended Minimum Standards for Kindergarten in Ohio represent primarily the efforts of the Ad Hoc Kindergarten Standards Committee of the Division of Classroom Teachers with editing assistance from the Teacher Education and Professional Standards Commission.

On March 5, 1976, the TEPS Commission sought and received a resolution from the Executive Committee of the Ohio Education Association endorsing the revision of state minimum standards for kindergarten in the State of Ohio. On June 24, 1976, the Executive Committee adopted these recommended standards.

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KINDERGARTEN STANDARDS

PHILOSOPHY

There shall be no single standard toward which all pupils work - rather children shall be encouraged to work according to their own ability.

There shall be a stimulating atmosphere to arouse the children's interest and curiosity.

A concept of self-reliance shall be developed within the children.

Children shall be encouraged to develop a worthwhile relationship with their peer group.

Children shall be encouraged to improve their basic body management.

STANDARD I - ORGANIZATION AND ADMINISTRATION

A. School Policies - Same as the school district of which the kindergarten is a part.

B. School District Organization

1. The kindergarten should be a part of every district providing elementary, junior high and secondary education.

2. The school district organization's financial structure should be of sufficient amount to support a kindergarten program as a part of the total district educational program.

C. Schedules

1. The kindergarten may operate on a full day, five days per week schedule.

2. The kindergarten may operate on a half day, five days per week schedule.

D. Length of School Day

1. Full-day schedule
   a. Five hours of class time (including special classes) shall constitute a full day.
   b. A minimum of 200 minutes per week shall be provided for planning periods.

2. Half-day schedule
   a. No session shall exceed two and one-half (2½) hours (including special classes).
   b. A minimum of 200 minutes per week shall be provided for planning periods.
   c. A teacher shall teach no more than two sessions per school day.

STANDARD II - CURRICULUM AND INSTRUCTION

A. Required Subjects

1. Language Arts - including Pre-reading
2. Social Studies
3. Pre-math
4. Health and Safety
5. Music
6. Art
7. Science
8. Physical Education

B. Statement of Curriculum

1. Language Arts - including Pre-reading
   a. Goals
      1. To help children develop and improve communication skills.
      2. To develop coordination between physical and mental skills.
   b. Organization of Program
      1. Pre-reading
         a. Provide rich program of background experiences from which children can build a fund of information about their environment through:
            (1) field trips
            (2) bringing items into classroom
            (3) wide use of audio-visual aids
         b. Visual discrimination activities to develop the ability to see likenesses and differences in objects, pictures and geometric forms
         c. Activities and games to promote learning left to right and top to bottom progression
         d. Eye-hand coordination program
         e. Provide a program that teaches the importance of printed symbols, letter and word orientation.
      2. Speaking
         a. Classroom opportunities for conversation and informal discussions to share experiences, solve problems of living, and make plans for work and social activities
         b. Telling stories about creative pictures, reciting standard or creative poems, and participating in dramatizations

c. Dictating ideas for group plans, stories, poems, songs and letters
d. Speaking skills to be developed through ability to:
(1) Express ideas in complete sentences so that others can hear and understand
(2) Give sustained attention to follow directions
(3) Interpret and discuss what is seen
(4) Take turns talking and try to stay on the subject
(5) Relate Experiences in proper sequence

3. Listening
a. Ability to:
(1) Listen attentively to another's contributions
(2) Recognize rhyming words
(3) Distinguish between sounds
(4) Recognize and reproduce beginning consonant sounds
(5) Opportunity to enjoy a variety of literature

4. Writing
a. Provide equipment and activities which will help the child develop possible control of the large and small muscles through the use of:
(1) Body management equipment
(2) Music rhythm experiences
(3) All types of manipulative equipment*
(4) Assorted sizes of paint brushes, crayons, chalk, scissors and pencils
b. Develop readiness for writing through activities that coordinate eye-hand movements
c. Develop ability to recognize and write own name

5. Literature
a. Opportunity to browse through the library where large variety of books are provided for the pure enjoyment of the pictures in them.
b. Learn the importance of taking care of books.

2. Social Studies
a. Goals
1. To help the children
a. Develop observing and inquiring minds about the world
b. Realize their responsibility in contributing to the advancement of our society through their best efforts
c. Learn about the people of our world and learn respect for their different ways of life

*See Appendix

b. Organization of Program
   1. Become acquainted with people, places and things in the child's environment
   2. Learn how people help one another in the local community and around the world through the services and products they share
   3. Learn the background of our holidays and respect for our patriotic symbols
   4. Learn respect for the constituted authority, rights and property of others by becoming aware of manners, rules and regulations that are necessary for good living in the home, school, community and world

c. Concepts and experiential background to be developed and expanded through field trips and lay participation.

3. Pre-Math
   a. Goals
      1. Provide children with experiences which help to build a solid foundation for understanding and practical usage of mathematical concepts.
      2. Develop practical usage of the mathematical concepts
   b. Organization of program
      1. Mathematical experiences
         a. Count objects and materials needed for work and play
         b. Classification
         c. Become aware of concepts of measurement.
            (1) Liquid, dry and linear measure (our curriculum should reflect an awareness of the fact that metrics may soon be the standard unit of measure).
            (2) Calendar
            (3) Clock
            (4) Money
         d. Become familiar with such mathematical terms as larger and smaller, etc.
         e. Have experiences with geometric figures
         f. Learn the meaning of numbers and associating the number idea with the numerals
         g. Recognition of sets
         h. Identifying sets or groups by number
         i. Comparison of equivalent sets, smaller sets, and larger sets
         j. Simple addition and subtraction experiences with sets
         k. Learning about the natural order of numbers
         l. Learning how to make the numerals on the chalkboard or on large paper as readiness of the child permits. This skill should only be taught to individuals who have the physical and mental readiness
         m. Understanding use of ordinals first through fifth

c. Mathematical Understanding
    1. Sensory experiences
    2. Tactical experiences

4. Health and Safety
    a. Goals
        1. Provide a program to help children develop good health habits
        2. Give guidance in good safety practices
    b. Organization of Program
        1. Concepts to be developed
            a. Respecting traffic, playground, and school building safety rules
            b. Learning proper emergency drill procedures
            c. Learning the importance of not becoming involved with strangers
            d. Learning the importance of seeking first aid for injuries
            e. Learning the important function of community workers.
            f. Learning the importance of body cleanliness
            g. Encouraging the establishment of regular eating and sleeping habits
            h. Learning one's name, address, and phone number for safety reasons
    c. Practical application of the above concepts

5. Music
    a. Goals
        1. To provide experiences which will help the children express themselves creatively through music
        2. To provide the stimulation and guidance that will help the child develop appreciation for good music
    b. Organization of Program
        1. Singing Activities
            a. Develop a sense of pleasure in song as a means of self-expression
            b. Use an extensive repertoire of short songs
            c. Help the child find a singing voice and develop a voice that is light in tone
            d. Do simple tone matching
        2. Rhythmic Activities
            a. Singing games
            b. Simple rhythmic response to encourage

crawling	galloping	whirling	throwing
walking	hopping	gliding	creative
running	stepping	clapping	dancing
trotting	marching	tapping	skipping

        3. Listening Activities
            a. Quiet listening for enjoyment, pure relaxation, mood.
            b. Listening to an extensive repertoire of simple songs that have melodic beauty and different moods

4. Experience with Instruments
    a. Opportunities for the children to experiment with rhythm instruments, hand-made instruments, or real instruments so as to:
        (1) Enjoy the pleasure of this activity
        (2) Express themselves creatively with a variety of instruments
        (3) Note differences between the appearance and musical sounds made by different instruments
    b. Instrumental music appreciation enrichment activities
        (1) Visiting band or orchestra practice
        (2) Classroom visits from musicians with their instruments (children or adult musicians)
        (3) Appreciation and enjoyment of musical assembly programs
5. Creative Activities
    a. Let children create new words, verses, or melodies for songs
    b. Encourage creative musical initiative with rhythm instruments
    c. Provide opportunities to create simple rhythm instruments
    d. Provide opportunities to respond to music through art -
        (1) Paint to music
        (2) Draw to music

6. Art
    a. Goals
        1. To guide the children's experiences in using a variety of materials
        2. To learn use and proper care of materials
        3. To provide children with experiences that will awaken and expand their appreciation of beauty and art in the world around them
        4. To be tolerant as well as appreciative of efforts of others
        5. To find satisfaction and emotional release through art experiences
        6. To recognize colors
    b. Organization of Program
        1. Materials for creative expression
            a. Drawing and painting
                (1) Crayons - use the sides of broken crayons for variety and for large muscle development
                (2) Paints - encourage use of large brush (1") on large paper (18" x 24"), use finger painting and "paint" on chalkboard with water

b. Cutting, tearing, and pasting - Arrange and paste cut or torn paper shapes or collage materials into interesting designs
c. Printing - Simple printing with pieces of potato, blocks of wood, etc.
d. Sewing - Creative stitchery with large plastic needles and yarn on burlap pieces taped over cardboard
e. Modeling - Creative modeling with modeling or ceramic clay
f. Constructing
(1) Building with blocks, cans, cartons and other materials
(2) Creating with saw, hammer, nails, wood vise, etc.
(3) Building large animal or human forms by pasting newspaper and toweling over the framework of wood, poultry wire or wadded newspapers.
g. Variety of media
(1) Wet and dry chalk
(2) Papier-mache
(3) Stringing things
(4) Use of paper sacks, fabric, buttons, beads, yarn, etc.

c. Experiences to stimulate art expression
1. Outdoor observation walks
2. Audio-visual stimulation - movies, filmstrips, pictures, phonograph records, etc.
3. Showing and sharing articles from the child's environment
4. Making murals, arranging bulletin boards, etc.

7. Science
a. Goals
1. To develop an awareness and an appreciation of the children's environment
2. To help the children get acquainted with simple scientific methods of discovery

b. Organization of Program
1. Animals and plants
2. Weather and climate
3. Conservation
4. The five senses
5. Energy and matter
6. Chemical and physical changes
7. Simple machines
8. Electricity and magnetism
9. The earth
10. The universe

8. Physical Education
   a. Goals
      1. To provide a program in which each child will have the opportunity to improve motor coordination and perceptual development
      2. To develop good sportsmanship
   b. Organization of Program
      1. Concepts to be developed
         a. Maintaining balance
         b. Identification of body parts
         c. Imitation of movements
         d. Rhythmic expression
         e. Controlling parts of body individually or in prescribed pattern or manner
         f. Eye-hand coordination
         g. Left to right progression
         h. Spatial awareness
         i. Large muscle coordination
         j. Eye tracking
      2. Experiences and equipment
         a. Using the walking beam in many different ways
         b. Rhythmic activities
         c. Using equipment for large muscle development
         d. Use of rocking board
         e. Using slide-climbing, the ladder of the slide in particular
         f. Using balls and bean bags in various ways
         g. Singing games and simple games of other types
         h. Use of jump ropes
         i. Crawling activities
         j. Marsden ball

STANDARD III - PUPIL SERVICES

A. Kindergarten standards for admission and withdrawal shall conform to revised elementary standards.

B. Admission age must conform to state entrance age laws of the State of Ohio.

C. The pupil's assignment shall be determined by a pre-screening plan, established at the local level, which shall include a thorough evaluation of vision, hearing-speech, motor skills, and an inventory of basic skills. Such plan must include a follow-up procedure.

D. The pupil's continuing educational program shall be determined by the recommendation of the kindergarten staff and when necessary, a qualified testing program.

E. The length of the school year shall be as prescribed by the laws of the State of Ohio but shall include within the prescribed time no less than six (6) days for parent conferences when pupils shall not be in attendance.

F. Records and Reports
   1. Records and reports shall be the same as those prescribed by law for said school district.
   2. Pupil progress reporting system - shall be in accordance with a recognized part of the pupil progress reporting system of that local school.
   3. A psychological testing program shall be available at the kindergarten level.

STANDARD IV - STAFF PERSONNEL

A. Certification and orientation
   1. A teacher holding no less than a Bachelor's Degree and a provisional certificate shall be employed for each classroom unit.
   2. No teacher shall be certified unless he/she has served one-half of student teaching time in a kindergarten situation.
   3. Art, Music and Physical Education shall be taught by teachers holding a Bachelor's Degree and not less than a provisional certificate in these areas.
   4. Services of guidance counselors, speech and hearing therapists shall be available at the kindergarten level.
   5. Trained educational aides shall be employed to aid the kindergarten teacher for non-teaching duties.
   6. A planned orientation program shall be provided for all new employees.

B. Class size - No class shall have an enrollment in excess of twenty (20) pupils.

C. Budgetary amounts shall be allocated for inservice education for teachers and educational aides. A minimum of two professional days shall be provided each school year for each kindergarten teacher.

STANDARD V - EDUCATIONAL MATERIALS AND LIBRARIES

A. Instruction
   1. Current texts - teacher and pupils
   2. Flannel boards
   3. Globes and maps (U.S., Ohio, Local)
   4. Charts
      a. Pre-reading
      b. Science
      c. Pre-math
      d. Music
      e. Social Studies
      f. Physical education - health
   5. Flash cards
   6. Materials for measuring - liquid, sticks and scales
   7. Rhythm instruments
   8. Science equipment

B. Audio Visual
   1. Recorder
      a. Records - cassettes
      b. Tapes
   2. Projector
      a. Overhead
      b. Slide
      c. Film Strip
      d. Film
      e. Opaque
   3. Viewmasters
   4. Head-sets for listening posts

C. Indoor
   1. Balls - rubber, various sizes about one (1) dozen
   2. Wagons - 30 inches by 36 inches box type
   3. Hollow building blocks, various sizes and kinds
   4. Pine boards, sanded and water resistant
   5. Balance board
   6. Rocking boat
   7. Marble track
   8. Playhouse and furnishings
   9. Accessory toys - community helpers and animals
   10. Sawhorses and tools

D. Outdoor
   1. Slides
   2. Swings - canvas sling seats
   3. Jungle gym
   4. Horizontal bars
   5. Teeter-totter (see-saw)
   6. Merry-go-round
   7. Tunnels (tile pipes)

E. Library
   1. Books - number of books depending upon kindergarten enrollment.
   2. Reference material for curriculum areas (pupil and teacher)
   3. Films, film strips and slides
   4. Records
   5. Tapes
   6. Transparencies

STANDARD VI - PHYSICAL PLANT

A. Physical facilities shall conform to those set by Ohio State Building Code applicable to all classrooms.
   1. Electrical outlets shall be not more than ten (10) feet apart and/or a minimum of two (2) per wall.
   2. Windows shall be placed at a level of twenty-four (24) inches from the floor with a minimum width of eight (8) feet per window unit.
   3. Lighting shall meet the specifications of lighting standards in schools in Ohio.
   4. Heating shall meet the heating specifications for schools of Ohio with a minimum floor temperature of seventy (70) degrees which shall be maintained by special thermostat control or by installing carpeting on the floor.

B. Site, Classroom and Special Facilities
   1. A minimum of thirty-five (35) square feet per pupil in each kindergarten classroom.
   2. Each kindergarten classroom shall have two (2) entrances and exit doors - one (1) to the inner hall and one (1) to the outdoors.
   3. Each kindergarten classroom shall be self-contained having its own:
      a. Utility sink, with the sink top no more than twenty-five (25) inches from the floor, and a drinking fountain with the mouth piece twenty-eight (28) inches from the floor. (They shall be separate units.)
      b. Stove, oven, refrigerator combination for classroom science and other related activities. Platform mounted to enable children to reach.
      c. Lavatory (not a cold water) and toilet facilities for each individual room with the lavatory sink twenty-five (25) inches from the floor, soap container forty (40) inches from the floor and towel container forty (40) inches from the floor. The toilet facilities shall be not more than fifteen (15) inches and not less than twelve (12) inches from the floor.
      d. Each kindergarten shall have two (2) areas of chalk board.
      e. Maximum utilization of wall space for shelves and cabinets for storage, interest centers and work area for students and staff.

4. In schools where team teaching is the plan, adjoining rooms may share either bath or kitchen facilities to enable free flow of children.
5. All kindergarten areas are to have one-half floor space carpeted.
6. All kindergarten areas shall have one-way vision room for study and observation of children.
7. All kindergarten areas shall have minimum of one walk-in storage area for each teacher with minimum size 7' x 13'.

APPENDIX

EQUIPMENT AND INSTRUCTIONAL MATERIALS

Level I (Basic Minimum)	Level II
Course of study and curriculum guides	Listening posts
Picture library	Television receiver
Puppets	Piano
Telephones	Science kit
Filmstrip machine and filmstrips	Equipped playhouse area
Flannel board	Sandbox and water table
Magnetic board	Drying rack for paintings
Games for classification by color, size, shape	Workbench and tools
Puzzles	Primary typewriter
Games to develop sequence	Teaching typewriter
Lotto	Radio
Touch charts	Overhead projector
Counter objects (pegs)	Slide projector
Large play clock	Motion picture projector
Large calendar	Models (Health, Nature)
Play money	Feeding station
Aquarium	Wading pool
Animal cage	Mobile project bins
Terrarium	Mobile chalkboards
Small seed boxes	Mobile tackboards
Magnifying glasses	
Collections (shells, rocks, etc.)	
Measuring units (cup, pint, etc.)	
Thermometer	
Magnets, compass, pulley	
Prism	
Microscope	
Balls of many sizes	
Skipping ropes	
Hoops	
Record player	
Records	
Rhythm band instruments	
Easels	
Clay	
Chalk	
Plasticene	
Paste	
Yarn	
Large newsprint, tagboard, construction paper, poster paper, wrapping paper	

Level I (Basic Minimum) Level II

EQUIPMENT AND INSTRUCTIONAL MATERIALS (con't)

Tempera and finger paints
Brushes, sponges
Crayons
Scissors
Fabric, thread, needles
Dolls
Housekeeping toys and furniture
Maripulative toys (wagon, trucks, fire engine, etc.)
Visual-motor materials:
  balance beam
  symmetric shapes
Building toys (blocks of many sizes and shapes)
Put-together toys
Play family figures
Play animal figures
Chart holder
Chart paper
Tape recorder
Simplified globe
Wall map of United States
Commercial charts with teacher guides for language development, reading readiness, social studies, health, and science
Large mirror
Chairs and tables
Storage for pupil and teaching materials
Bath towel, rug or blanket for each child
Paper towel dispenser
Napkins
Facial tissues
Teacher's desk, chair, storage for personal belongings

Level I (Basic Minimum)	Level II
FACILITIES	
A learning area sufficient in size to accommodate the maximum number of children safely, comfortably, and healthfully with a space provision to support the varied learning activities.	Learning areas (if more than one is needed) adjoin with provisions for cooperative teaching.
The learning area contains:	Acoustically treated ceilings and carpeted floor area
Drinking water with slanted stream	One-way vision room for study and observation of children
Running water (hot and cold), sink with work space, soap dispenser	Restrooms within the kindergarten complex
Restrooms nearby with accessible fixtures for small children	Recitation and discussion centers
Fire extinguisher	Wet-working area for science and art
Bulletin boards	Open area for games
Chalkboards	Construction area for building with large blocks
Storage provision for personal belongings and instructional materials	
Outdoor	
Play space set aside for kindergarten children	Outdoor space adjacent to learning areas
Equipment includes:	Equipment includes:
crawl, climb, and balance equipment	transportation equipment -- tricycle, wagons, big cars and carriers, riding train
swings	
teeter totter	
STAFF	
One certificated teacher for each section of 20 children or less	One certificated teacher and full-time, paid, trained aide for each section of 15 children or less.
One full-time, paid, trained aide.	
Special Services	
Services of:	Special services scheduled regularly
Psychologist	
Speech & Hearing Therapists	
Art Specialists	
Physical Education Specialists	
Nurses	
Music Specialists	
Supervisor of Early Childhood Education	
Early Identification Specialists	